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ABSTRACT

This third in a series of six learning modules on student vocational organizations is designed to assist the secondary or postsecondary vocational teacher in understanding and carrying out responsibilities as a student vocational organization advisor. Some of the responsibilities covered are assisting in the election and installation of officers and conducting leadership training sessions for officers. The terminal objective for the module is to prepare student vocational organization members for leadership roles. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, information on national student vocational organizations, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

ED149116

MODULE

H-3

Prepare Student Vocational Organization Members for Leadership Roles

MODULE H-3 OF CATEGORY H— STUDENT VOCATIONAL ORGANIZATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 852

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

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Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Developing **leadership** is the major purpose of a student vocational organization. The activities, programs, and events of well-directed youth programs are specifically designed to assist **each** member to reach his/her fullest potential, a potential quite often not realized by a student prior to the leadership experiences he/she finds in the youth activity.

Most students, including vocational students, do not see themselves in leadership roles, and most of them also have little belief in their ability to gain or develop a personality capable of leadership. The true value of an effort to develop leadership can be measured by the extent to which it creates an improved belief in "self" and in the ability of most persons to learn leadership skills.

It is up to the advisor to see to it that every student vocational organization member is involved in some leadership activity. To achieve this involvement, he/she needs an enthusiastic belief in the goals of the organization, and a thorough understanding of the program of activities. His/her enthusiasm will communicate itself to students as he/she skillfully guides student participation in club activities. (It should be noted that some organizations refer to the local unit as a "chapter" and others as a "club"; in this module, the terms are used interchangeably.)

Your responsibilities in preparing students for leadership roles in the student vocational organization will include assisting in the election and installation of officers, conducting leadership training sessions for officers, assisting students in advancing within the available degrees in the student vocational organization, and sending student representatives to district, state, regional, and national student vocational organization activities. This module is designed to assist you in understanding and carrying out these responsibilities as a student vocational organization advisor.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as an advisor in an actual school situation, prepare student vocational organization members for leadership roles. Your performance will be assessed by your resource person, using the Checklist of Performance Assessment Form, pp. 25–26 of Learning Guide, unit III.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in preparing student vocational organization members for leadership roles (*Learning Experience I*).
2. Given a case situation describing how a hypothetical advisor prepared student vocational organization members for leadership roles, critique the performance of that advisor (*Learning Experience II*).

Prerequisites

To complete this module, you must have developed a personal philosophy concerning student vocational organizations, and you must have competency in establishing a student vocational organization. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Develop a Personal Philosophy Concerning Student Vocational Organizations*, Module H–1
- *Establish a Student Vocational Organization*, Module H–2

Resources

A list of outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The official handbook and associated leadership materials for the student vocational organization in your service area.

Optional

A student vocational organization advisor with whom you can discuss the preparation of students for leadership roles.

A student vocational organization whose initiation ceremony, election and installation of officers, and/or leadership training session(s) you can attend.

A student vocational organization officer with whom you can discuss the duties of club officers.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can prepare student vocational organization members for leadership roles.

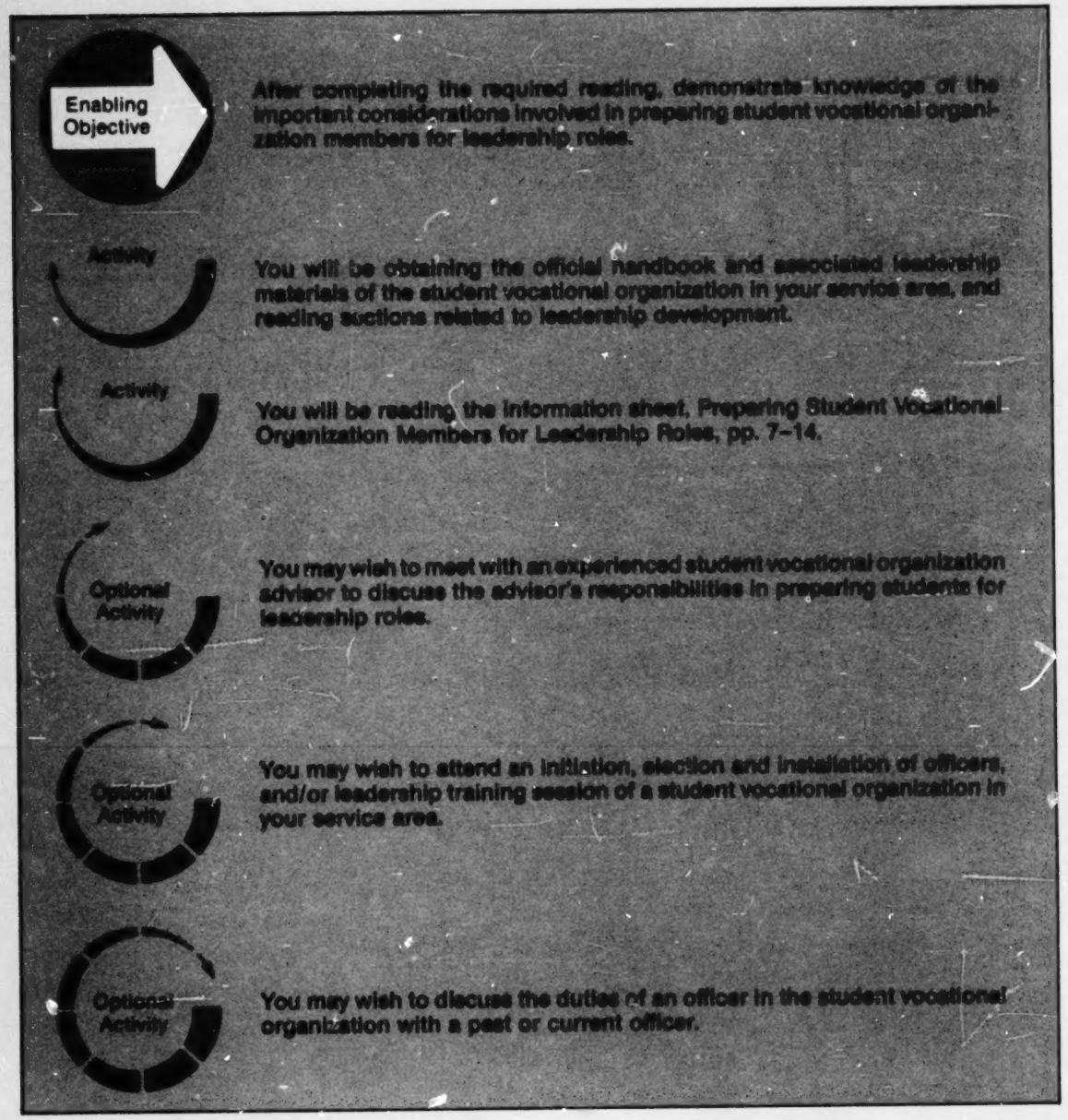
A resource person to assess your competency in preparing student vocational organization members for leadership roles.

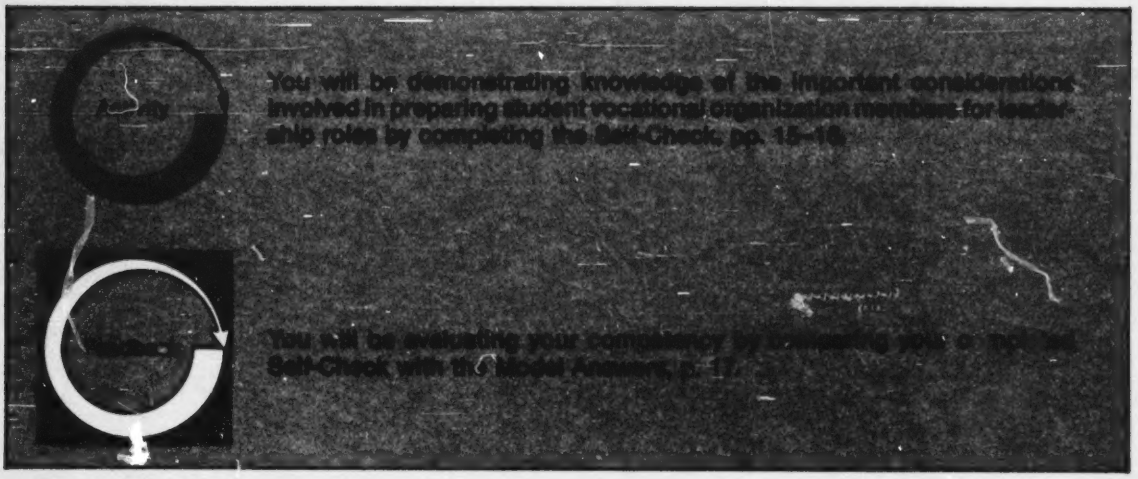
This module covers performance element numbers 276, 278, 279, 282, 295 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the important considerations involved in preparing student vocational organization members for leadership roles.
Activity
You will be obtaining the official handbook and associated leadership materials of the student vocational organization in your service area, and reading sections related to leadership development.
Activity
You will be reading the information sheet, Preparing Student Vocational Organization Members for Leadership Roles, pp. 7–14.
Optional Activity
You may wish to meet with an experienced student vocational organization advisor to discuss the advisor's responsibilities in preparing students for leadership roles.
Optional Activity
You may wish to attend an initiation, election and installation of officers, and/or leadership training session of a student vocational organization in your service area.
Optional Activity
You may wish to discuss the duties of an officer in the student vocational organization with a past or current officer.


You will be demonstrating knowledge of the important considerations involved in preparing student vocational organization members for leadership roles by completing the Self-Check, pp. 15–16.
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 17.

Obtain and read the official handbook for the student vocational organization in your service area, and any other materials related to leadership development, initiation guidelines, procedures for the election and installation of officers, the requirements of the degree program, and participation in district, state, regional, and national activities. These materials may be obtained from the national headquarters of the student vocational organization in your service area.

ADDRESSES OF NATIONAL HEADQUARTERS

DECA —Distributive Education Clubs of America
200 Park Avenue
Falls Church, Virginia 22046

FHA —Future Homemakers of America
2010 Massachusetts Avenue, N. W.
Washington, D.C. 22036

FFA —Future Farmers of America Center
P. O. Box 15160
Alexandria, Virginia 22309

OEA —Office Education Association
1120 Morse Road
Columbus, Ohio 43229

FBLA —Future Business Leaders of America
1201 16th St. N. W.
Washington, D.C. 20036

VICA —Vocational Industrial Clubs of America
105 N. Virginia Road
Falls Church, Virginia 22046

For information on the activities and responsibilities of the student vocational organization advisor involved in preparing members for leadership roles, read the following information sheet:

PREPARING STUDENT VOCATIONAL ORGANIZATION MEMBERS FOR LEADERSHIP ROLES

One of the most important purposes of any student vocational organization is to provide a vehicle for students to discover and engage in leadership experiences. Every student vocational organization has a built-in process for involving students in activities designed to develop their full leadership potential (e.g., the degree or recognition program; sending students to leadership meetings). It is up to the advisor to see to it that each member understands this process and the value of participation in these leadership activities.

The Initiation Process

The various ceremonies conducted by student vocational organizations are designed to impress members with the importance of chapter goals and activities, and with the responsibilities associated with membership. The initiation ceremony is particularly important. A dignified, **impressive initiation ceremony** can communicate to all members the significance of their organization, and the fact that each member is expected to develop his/her full leadership potential.

In the FFA ceremony for receiving greenhands, for example, the candidates are told by the president that they are part of "an organization of members who expect to become leaders in agriculture," and that "if you develop your leadership ability, you may become a leader in this chapter. We need you and the country needs agricultural leadership." The advisor then presents each new member with a pin, and describes the various degrees a member may earn in attaining "the high place in the organization so eagerly sought by all worthy members."[1]

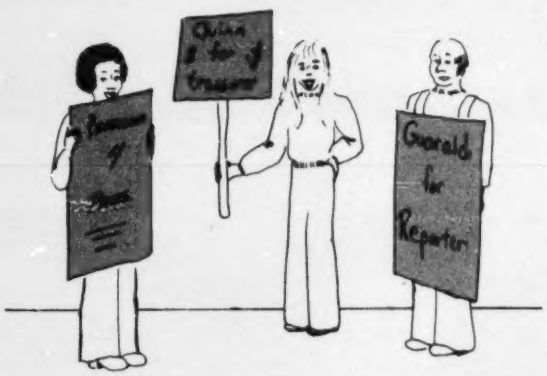
The initiation process is usually spelled out in the handbooks for each student vocational organization. The ceremony should give the new member a sense of shared purpose with his/her fellow members, the realization that they will be working together to better themselves in preparation for a productive life.

Thus, the ceremony should be dignified, should not involve degrading or dangerous antics often associated with traditional "initiations." Each member should understand the procedure and his/her role in it, and the real meaning of the ceremony. As a result of the initiation experience, the student should feel committed to the principles of self-development which are usually reviewed as part of the ceremony.

The Election and Installation of Officers

This commitment can and should carry over into the leadership development activities which are an integral part of the organization's program. Effective student **leadership** is essential to the success of the **total program of activities** which seeks to develop qualities of scholarship, cooperation, character, and citizenship as well as those of leadership. Every member, whether or not he/she ever becomes an officer in the organization, should be guided in developing leadership ability as he/she engages in the various service, social, and recreational, fund-raising, educational, etc., activities of the program.

As students begin to realize that their organization both expects and needs their active leadership if it is to grow, they will recognize the needs to select and prepare student leaders. They will recognize the need to choose leaders (officers) who can handle certain key responsibilities in the functioning of the organization (president, vice-president, secretary, treasurer, reporter, etc.).



One way the advisor can lay the groundwork for a wise **selection of officers** is to take time in class to study and discuss the characteristics of leadership and how these can be developed. While every member should be striving to develop these qualities, students will no doubt recognize that certain of their peers already possess many of

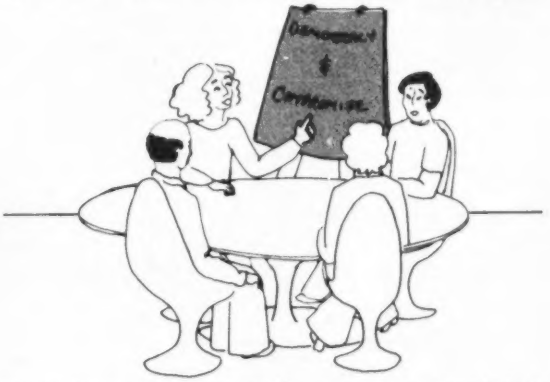
1. Future Farmers of America, *Official Manual* (Alexandria, VA: FFA, 1977), pp. 80–82.

these characteristics. They will recognize, in other words, that these students would make good candidates for the various offices. The following list contains some of the characteristics of effective leaders which you might discuss with your students.

An effective leader—

- understands the principles of democracy
- respects the rights and dignity of others
- realizes that every person can make a contribution
- understands himself/herself
- accepts responsibilities
- does his/her part through work with the group
- gets along with people in a friendly manner
- is straightforward, and agreeable with people
- is industrious
- praises individuals when praise is due
- is sensitive to basic trends and moods of the group
- is able to communicate thoughts and feelings in a clear and understandable manner
- is able to verbalize the ideas of the group
- is well informed on matters that concern the group
- arrives at decisions only after securing and studying pertinent information
- has confidence in his/her developed abilities
- shows trust for fellow group members
- is optimistic
- believes that group action can overcome obstacles and solve problems
- works within the group with zest and enjoyment
- is open minded
- does not claim to have all the answers
- seeks the opinions of others
- supports the ideas of others if it is best for the group
- is willing to compromise on issues
- has strength of conviction
- will take a stand and be counted
- can be convinced to take another view if the evidence indicates the view held to be wrong
- shows initiative in getting a group started
- plans carefully to initiate action
- proceeds in group discussion with know-how rather than with reckless abandon
- is public spirited
- desires and works for those things that benefit the group
- expresses facts or offers possible solutions when participating

In discussing leadership qualities, make certain that your students really understand what is meant by terms such as "democracy" and "compromise."



Next, have students study and then discuss in class the qualifications and specific responsibilities of the various officers recommended for your particular student vocational organization. This information is spelled out in detail in your organization's official handbook. The advisor should emphasize the critical importance of selecting student leaders who are not only capable, but **willing** to assume an official leadership role in the organization.

At this point, the president should select a student nominating committee charged with the responsibility of recommending (with the advisor's guidance) a slate of candidates for the positions indicated in your constitution. The nominating committee may find it wise to have interviews with each of the prospective candidates to determine the office in which each would be best suited, how much time he/she would be willing to devote, and how knowledgeable each of them is about the organization.

The advisor should help the nominating committee in setting meeting dates, securing a satisfactory meeting place, holding interviews with prospective candidates, and preparing applications. Hopefully, the advisor will not do the nominating, but will rely on the judgment of the committee to perform this action. The committee's recommendations are then submitted to the general membership at a regular meeting, prior to the actual election, to acquaint the group with the slate of candidates. If some nominations are to be made from the floor, the chairperson of this particular meeting must be adequately prepared to handle this process.

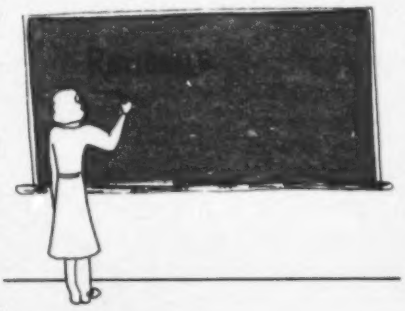
The actual **election of officers** should be held during a regularly scheduled meeting. Care should be taken to ensure a good attendance and to provide each member the opportunity to vote in a serious and effective manner. The order of voting

for the officers should proceed according to the bylaws. Ballots should have been prepared and provisions made for collecting and reporting the outcomes.

A committee consisting of members who are not candidates can, with some advisor supervision, perform the task of counting the ballots for each candidate and reporting the results. It is often wise not to announce the number of ballots that are cast for each candidate to avoid undue embarrassment to badly defeated candidates. Regardless of how the outcomes are reported, the ballots should probably not be immediately destroyed, but placed in the safekeeping of the advisor, to be reviewed only in the event that outcomes are challenged. Then, after a few days, the ballots should be destroyed.

Whatever system you choose to select the officers for your youth organization, be certain the process is a dignified and fair demonstration of the election system. *Robert's Rules of Order, Revised Edition*[2] is an excellent source of information relative to the process and rules of an election.

Soon after the officers for your organization have been selected, the advisor and an installation committee should arrange to install these new leaders according to the recommended **installation ceremony** in your student vocational organization handbook. It is usually wise to install these officers immediately following the election. Some clubs delay this process, however, and plan a ceremony involving parents, school officials, and civic leaders.



Be certain that the club officers and members understand the officer installation ceremony and its significance. Work with the individuals who will take part in the actual ceremony to ensure that they are prepared to conduct an impressive installation.

Leadership Training for Officers and Members

Capable officers are essential to the success of the student vocational organization. It is the advisor's responsibility to direct training activities to develop the leadership abilities of the new officers. Remember, however, that the qualities necessary for good officers are qualities that **all** members should be seeking to develop if they are to be productive members of the organization and, ultimately, of society. Thus, **leadership training sessions** for club officers should be one facet of an overall program of leadership development.

The special leadership training sessions should cover the specific duties of each officer. In addition, they should address the factors involved in working as a leadership **team. Past and/or current officers** of your organization can assist in planning and conducting the training session(s). They will have unique insights into the various officer responsibilities. In addition, the rapport that exists between peers can help to generate enthusiasm and commitment among the new officers.

The advisor has the primary responsibility for assisting officers to effectively perform their roles in the operation of the organization. In addition, however, the school and community can be a rich source of **resource persons** to assist in this task. Most teachers and administrators would consider it an honor to help develop the special skills needed for officer competence.

For example, the government or civics teacher may wish to give some special advice on parliamentary procedure as it applies to the effective conduct of a meeting. A school administrator may be asked to discuss basic management techniques. Local business executives may be willing to give additional insights into business and financial management. An English or journalism teacher, a public relations expert, and/or radio and T.V. personnel could offer expertise in the duties of chapter reporter.

In order to determine whether the leadership

2. Nat Onal (Ed.), *Robert's Rules of Order, Revised Edition* (Reston, VA: National Association of Secondary School Principals, 1974).

training activities are accomplishing their purpose, the advisor should ask participants to **evaluate each session** in terms of its strengths and weaknesses. Then, areas needing additional work can be addressed in another group session, or in an individual conference with a student who does not yet feel confident to fulfill his/her role. Materials and approaches that worked well in the training sessions could be used again in future training activities.

As mentioned above, the advisor's responsibility in developing student leadership extends to **all** members, not just to the club's officers. The advisor should make certain that each member understands his/her role in the organization, an important aspect of which is to promote the growth of the organization by exhibiting qualities of leadership. The advisor can encourage study and discussion of the concepts of leadership and the leadership role of each member. Most official handbooks go into these concepts in detail, as indicated in the following excerpt from the *Ohio DECA Handbook*.[3]

> Your chapter President is the President, but he needs your support and assistance to develop leaders and to draw out of each student talents and abilities which can be used to produce accomplishments with DECA. . . .
>
> . . . . . .
>
> As a member of this youth organization, your greatest challenge will be to exhibit qualities of leadership that will make a contribution to the growth of DECA. . . . Throughout the year, you will inspire membership only to the degree that you, personally, give leadership.

The varied activities of the student vocational organization make it possible for each member to develop his/her leadership abilities. There are any number of **committees** and **projects** through which students can test and develop their ability to initiate action, to inspire others to work and contribute, to display enthusiasm, to formulate and carry out a plan, to accept responsibility, to get along with people, to communicate ideas—in other words, to exhibit leadership. The advisor's support and enthusiasm in encouraging member participation on these committees and projects, and in giving recognition to those who exhibit such qualities, can create a positive atmosphere for student growth.

Training in Communications Skills

It is commonly recognized that the one leadership trait that serves as a foundation for other personal growth and accomplishment is the ability to effectively communicate. Fulfilling the functions

of **leadership involves communication.** Thus, one of the vital components of a leadership development program for officers and members of a student vocational organization is the improvement of communications skills (speaking, interpersonal relations, writing, listening).

It would be difficult to adequately treat the subject of communication in an overview covering the responsibilities of the advisor. Many references on the subject are available, and the advisor should review these, as well as any notes from courses in communication, speech, etc. Materials provided by the state and national associations in your service area also include information on improving the communication skills of members.

Vocational students, like many others, have too frequently not developed their speaking, writing, and interpersonal skills through courses offered in school. Often, students (and others) assume that of course they can speak and write their own language well enough to get along, especially if they are planning a career which does not directly involve such skills. The advisor needs to make his/her students aware of the importance of these skills in their advancement in their chosen fields and in their performance as leaders, both in the student vocational organization and in later life. Students should be guided in planning and pursuing improvement programs to develop their ability to communicate clearly and persuasively.

The vocational classroom and the student vocational organization should be made "laboratories" in which students can pursue supervised practice in effective communication. Students should be given time to express themselves and tactfully assisted in improving their grammar. Require your students to be respectful, courteous, and helpful in their dealings with classmates. Every student

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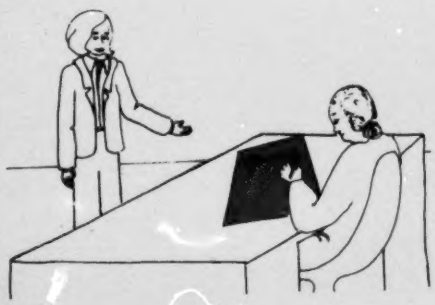
3. Ohio Distributive Education Materials Lab, *Ohio DECA Handbook* (Columbus, OH: ODEM Lab, n.d.), p. 9.

should be free to participate without ridicule or embarrassment.

Take a few moments as the need arises to check the meaning of words, and spelling and usage. Have your students write a sentence or two in answer to a question. Make the necessary corrections and be certain that your students recognize their errors and learn how to prevent their reoccurrence. Once they are able to communicate single thoughts properly in speaking and in writing, they will have a good start in perfecting their skills in presenting a series of thoughts, such as would be needed to answer a complex question, or to develop a paragraph or series of paragraphs. This latter competency can be strengthened by having your students report on readings and then by increasing the scope of readings and assignments.

As your students become involved in the activities of their chapter, the training that is being given in improved communication becomes more meaningful. They recognize that their performance as officers, as members of committees, as participants at meetings of their chapter and in other organizations is enhanced by increased abilities to express themselves well in group settings. One of the many opportunities for advisors to help students to become more effective in communication as it relates to officer performance is to provide practice in **correct parliamentary procedure.**

This can be accomplished with minimal class time if well planned. All members should be given materials (e.g., *Robert's Rules of Order, Revised Edition*) on parliamentary procedure, and asked to study the procedures for conducting ceremonies and meetings as outlined in the club handbook. Ask the students in each class to select an officer role, and have them prepare to conduct the opening and closing ceremonies (used by most vocational youth organizations), to conduct various aspects of the other chapter ceremonies, and to conduct business during chapter meetings. With time limits of 15 minutes for each demonstration, in an hour four different sets of students can demonstrate their competency in conducting meetings and ceremonies. Members may role-play as many officers as time permits.



This training exercise gives students speaking experience in several roles. It gives secretaries the opportunity to demonstrate their abilities in writing. All members develop competencies in business procedure, become more knowledgeable of officer requirements, and also have an opportunity to evaluate their leadership capabilities as well as those of their peers.

Individuals, because of personality and background, vary to such an extent that there is no one way to help a class of students become competent in speaking. Regardless of the procedure, even the potentially effective speakers will likely not achieve success overnight. Many may falter and become discouraged unless helped by an understanding advisor. Progress is sometimes slow, but when students are properly motivated, a program of planned experiences can move them forward and provide ample reward for their efforts.

A most serious hindrance to student development in public speaking is the lack of self-confidence. Advisors can be of immeasurable assistance if they give students opportunities for **successful speaking experiences.** This builds confidence and the incentive to work toward increased competence. Involving students in speaking experiences appropriate to their capabilities is a responsibility of any vocational teacher. The student vocational organization advisor can make use of a whole range of activities such as banquets, parent night, employers' recognition night, school assembly programs, etc., to provide opportunities for students to participate in speaking roles.

Once students are willing to accept reasonable speaking assignments, the advisor should help them to outline their presentations, and should point out sources of information to help students prepare their speeches in writing. The amount of help that students will require, of course, depends on their individual ability. All students should be instructed to read and reread their drafts before giving them to you and possibly to others for critical analysis.

Some students will need the written speech before them. Later, they may be able to work from an outline or from brief notes. In either case, if the talk has been carefully prepared, and students have been guided in techniques for giving presentations, the talk will probably be well received. This success will increase students' self-confidence in their ability to speak before groups.

As mentioned earlier, the ability to communicate provides a working base on which to build and develop other personal strengths. A well-designed program of leadership activities will thus incorporate training in this vital skill.

Advancement Within the Degree or Recognition Program

The official handbooks and associated materials of the various student vocational organizations describe in detail the **degree or recognition program** and the requirements for advancing within it. These programs provide a formal vehicle through which individual members can develop their abilities as leaders in chapter, school, and community activities. They are designed to give students recognition for their efforts in particular leadership areas or in activities specific to the service area.

FBLA, for example, confers three membership degrees (Assistant, Supervisor, and Leader) based on successively higher achievement levels and service to FBLA and to the school. FHA/HERO members may also earn three degrees of achievement (Junior Homemaker, Chapter Homemaker, and State Homemaker), each accompanied by a different emblem (a key, a scroll, and a torch).

The advisor should carefully instruct all members in the requirements for advancement, and then encourage all students to become involved in some phase of these activities. The first levels or degrees are often not too difficult to achieve, but special encouragement is sometimes needed to inspire members to attempt to advance to higher levels.

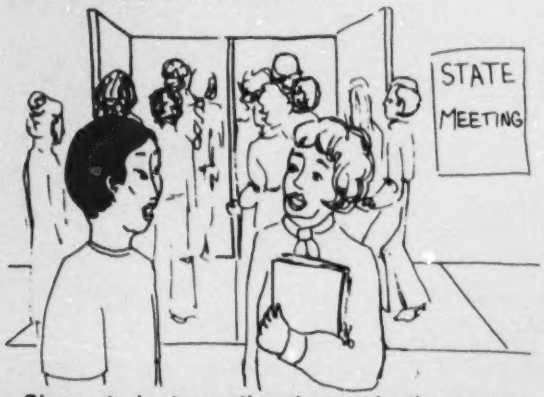
In the VICA Leader Degree program, for example, a member may achieve the rank of "Citizen" (the first level) by possessing minimum skills in parliamentary procedure, being able to list his/her club officers, regularly attending meetings, etc. Achieving the rank of "Patriot," however, requires mastery of parliamentary procedures, ability to speak for 5–7 minutes on VICA and its purposes, and participation in the sponsorship of projects and activities promoting national goals, among other requirements.

The advisor should give special attention to each student, assisting in selecting realistic goals and mapping out plans to achieve them. Students who are progressing should be given reinforcement for their efforts. The others should be encouraged to continue working to achieve their goals.

As students complete the requirements for the various degrees or levels of achievement, the advisor should see to it that the appropriate forms and documents are submitted or filed. Special recognition must be given to students as they reach each goal or level. School-wide or community recognition is especially called for when students achieve the higher and more difficult degrees or goals. This sort of recognition is a powerful motivational tool, both for the achievers and those still working toward their goals.

Preparation for District, State, Regional, and National Meetings

There are several opportunities for students to participate in organizational affairs beyond the local level. One is as delegates representing the local chapter at district, state, regional, and national meetings. Another is as participants in contests and awards activities.[4]



Since student vocational organizations are national in scope, annual meetings are held at state and national levels. Chapters are represented by delegates at the state meetings and by members selected from the state officers as delegates for the state at the national meetings. You as an advisor will want your chapter properly represented at the state meetings and also on such occasions when there are county or district meetings.

You have the responsibility of assisting your delegates to prepare for their roles at these meetings. A good job done in leadership and officer training enhances the opportunities of your delegates for state and national recognition. The responsibility for preparing state delegates for regional and national meetings is primarily in the hands of the state advisor. However, should some of your students become state delegates, they will likely seek your assistance.

As for district and state meetings, have your chapter select qualified representatives and charge them with their responsibility. If items at the district and/or state meeting should have prior consideration by the chapter, this should be done, and the delegates prepared to represent their chapter on these matters. When possible, help your delegates to preplan motions and remarks. Encourage them to be active participants, to really represent their chapters and to perform in a manner that will bring honor to themselves, their chapter, and their county, district, or state association. This presumes that they are appropriately dressed and that their conduct during the entire convention is exemplary.

4. To gain skill in assisting students with contest and award activities, you may wish to refer to Module H–6, *Guide Participation in Student Vocational Organization Contests.*

You may wish to arrange through your resource person to meet with an experienced student vocational organization advisor to discuss his/her responsibilities in preparing members for leadership roles. You could also discuss the types of activities that he/she finds most effective in developing the leadership ability of officers and other members.

You may wish to arrange through your resource person to observe an initiation, election and installation of officers, and/or leadership training session of a student vocational organization in your service area. Note the extent and kind of participation of members (officers and others), the procedures followed, and the role of the advisor.

You may wish to arrange through your resource person to meet with a past or current officer in a student vocational organization in your service area to discuss his/her duties. How was he/she prepared to carry out these duties?

The following items check your comprehension of the material in the information sheet, Preparing Student Vocational Organization Members for Leadership Roles, pp. 7–14. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. How does the initiation ceremony help prepare new members for leadership roles in the student vocational organization?

2. What is the role of the advisor in electing and installing club officers?

3. Why is the development of communication skills an important part of any leadership development program in a student vocational organization? How may the advisor help students to increase these skills?

4. Explain the specific degree or recognition program associated with the student vocational organization in your service area.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The initiation ceremony makes clear to new members what the organization expects of them—personal growth, acceptance of leadership responsibilities, active participation—and asks each new member to make a personal commitment to the goals of the organization. The ceremony also provides leadership models for the new members. That is, the club officers who conduct the initiation reflect the qualities of achievement all members should be striving to attain.

2. The advisor **guides** the election process, providing information and assistance as members carry out the procedure outlined in the official handbook. The advisor should make certain that all members understand what is meant by "leadership," and the duties and qualifications of club officers. He/she should supervise a nominating committee as it selects and screens candidates, and should supervise the election process to ensure that it is fair and democratic.

   The installation ceremony outlined in the official handbook should be followed. The advisor should see to it that the ceremony is conducted in a serious and impressive way. Special attention should be given to preparing the individuals who will be assisting in the ceremony for their roles. The advisor may involve the school administration, parents, and community leaders in the ceremony to give public recognition to the students who have accepted leadership responsibility.

3. Effective leadership involves conveying thoughts and feelings in a clear and understandable manner; ability to verbalize the ideas of the group; drawing out the opinions of others; guiding group discussions so that alternatives are expressed and solutions offered; ability to listen to others and relate to them as individuals; etc.—in other words, the ability to **communicate** to and with others.

   Therefore, the student vocational organization advisor should see to it that members understand the importance of developing skills in speaking, writing, and interpersonal relations. He/she should encourage those who need help to seek it, and should conduct classes and meetings in such a way that all students are given an opportunity to practice and develop these skills (assigning writing exercises; providing opportunities to present talks or lead group discussions; requiring students to answer questions with complete sentences; giving students practice in parliamentary procedure; etc.). The advisor can help students plan and prepare presentations in keeping with their capabilities, gradually building on successful experiences to give students the self-confidence essential to continued effort.

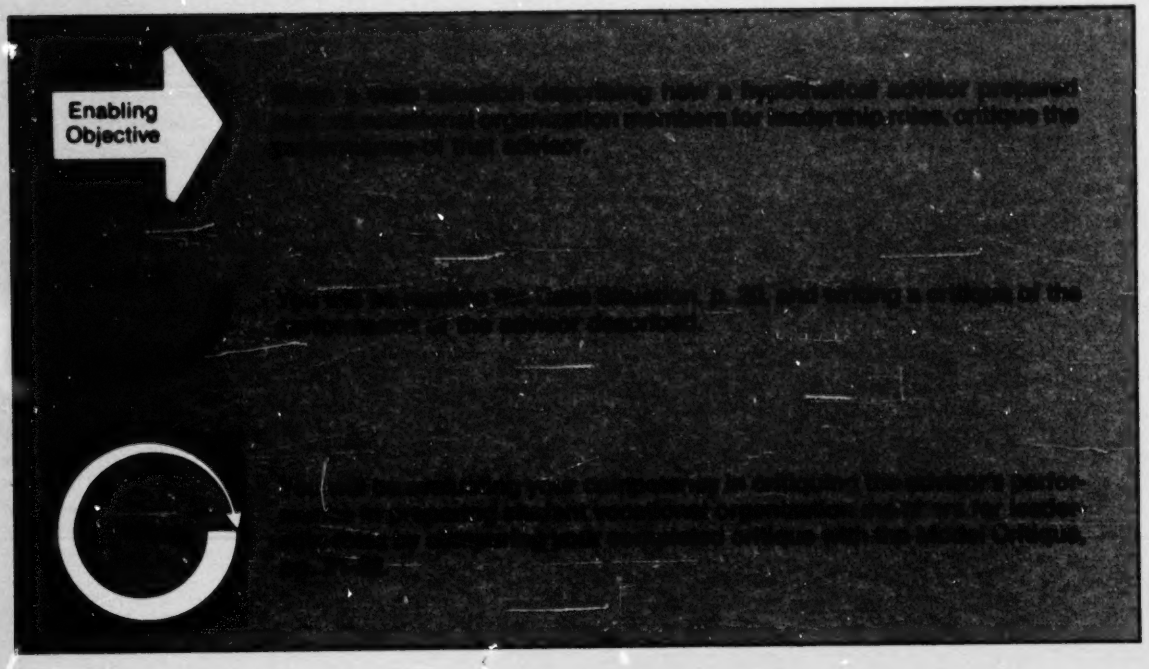
4. Answers will vary. See the official handbook and associated materials for the student vocational organization in your service area.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Preparing Student Vocational Organization Members for Leadership Roles, pp. 7–14, and/or the official handbook and associated materials for the organization in your service area, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



The following Case Situation asks you to assume that you are a student vocational organization advisor who has been asked by a fellow advisor for some constructive criticism concerning his leadership development activities. Read the situation described, and write a critique which—

- identifies problems or weaknesses in the leadership program
- suggests how the problems were probably created
- recommends steps to be taken by the advisor to strengthen his leadership development program

CASE SITUATION

Your friend and fellow student vocational organization advisor, Mr. Greenhand, is in his second year as a club advisor, and is anxious to improve his program. He is particularly concerned about whether the members are exhibiting the leadership qualities spoken of in such glowing terms in the club handbook. He says that his members are all very anxious to advance in the degree program (many have brothers and sisters who earned the higher degrees, and they want that same status), and he wants to help them all he can.

He asks you to sit in on a chapter meeting and tell him, based on your long experience, whether things seem to be going the way they should. The opening ceremony is correctly conducted, although many of the members don't seem to be listening (you notice some whispering and horseplay). Attention really wanders during the secretary's reading of the minutes of the previous meeting—he tends to mumble, and the minutes are rather disorganized and difficult to follow. However, since he is obviously quite popular with the group, no one gives him a hard time. The other officer reports are clear and well presented.

You find the skit presented by five of the members (three are officers) very entertaining and polished. These same students give excellent committee reports, and introduce some interesting ideas when new business is called for.

An argument starts when one of these students makes a motion that the camping trip planned for next month be held closer to home. Everyone starts talking at once, and the president, after arguing with the loudest dissenter to no avail, finally has to shout everyone down to restore order. A vote is finally taken; Mr. Greenhand has to count and record the vote because so many people are doing it, he is afraid a mistake will be made and more arguments will start.

During refreshments, you overhear three of the students chosen as delegates to the state convention talking about whether they can manage to "cut" one of the sessions to do some sightseeing on their own.

At this point, you decide you'd better take Mr. Greenhand aside and talk to him. What will you tell him?

Compare your completed written critique of the Case Situation with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

You need to tell Mr. Greenhand that although he has apparently done **some** good work in leadership development, and there is real potential among his students, he must take some corrective action if this potential is to be fully realized.

In the first place, Mr. Greenhand himself seems to equate leadership development with advancing in the degree program, and this may explain his students' apparent misunderstanding of the real purpose of the degree program. Competition is healthy; desire for recognition of one's abilities can provide motivation to work hard. But, the conferring of degrees on members is a **vehicle** for achievement; the degrees are not ends in themselves. Apparently, Mr. Greenhand, in explaining to members the requirements of the degree program, did not stress the meaning of these requirements in terms of individual growth (competition with **oneself** is as important as competition with others) and club progress.

At this point, he needs to examine his own attitudes, ask himself what kind of atmosphere has been created in the club and, in group and individual meetings with officers and members, reorient students to the goals of the organization. When he meets with members to help them map out their individual achievement programs, he must make certain that students understand they are not simply to go through the motions in fulfilling requirements. For example, ability to recite the creed of the organization, like the ability to recite the Pledge of Allegiance to the flag, is meaningless unless the words have real significance for the person saying them.

Several weaknesses in the overall leadership development program were revealed during the chapter meeting. The horseplay during the opening ceremony is probably another reflection of members' inadequate orientation to their role in the organization. They don't take seriously this ceremony, in which all members are reminded of the goals and purposes of the club, and in which they are asked to commit themselves anew to developing qualities of leadership. The ceremony is something for "officers" to do, with no relationship to them.

Members' inattention during the secretary's report, however, is another matter. This officer is clearly not qualified (at this time) to perform his duties. The implication is that he was elected not because he was the best person for the job, but because he was popular with the other members. Mr. Greenhand probably did not prepare students, through discussions of leadership and the duties and qualifications of each office, for the election process. Before another election is held, he needs to make certain that each member understands what responsibilities accompany the various offices, and the importance of selecting competent, qualified officers.

The secretary's problems may indicate another weakness in Mr. Greenhand's leadership program. Since he was elected, qualified or not, this student should have been given sufficient training and help to enable him to perform his duties at a reasonable level of competence.

More than individual help is needed, however. We don't know whether Mr. Greenhand has held leadership training sessions with his officers, but if he has, he has not done a very thorough job. The other officers seem to be doing better than the secretary at their **individual** duties. However, the fact that the meeting turns into a shouting match at one point indicates that they are not working very well as a team. Mr. Greenhand had to step in and count and record the vote (not his responsibility). The president and other officers, instead of using parliamentary procedure to control the session and move it along efficiently, allowed the meeting to get out of hand.

Mr. Greenhand should plan some officer training sessions stressing teamwork and those tools of leadership (such as parliamentary procedure) necessary to conducting orderly, productive meetings. He should also encourage the officers to participate in any district or state leadership training conferences or workshops being held.

This sort of systematic leadership training needs to be provided for **all** members. It is clear that the members need more thorough orientation to what is expected of them at meetings, and to the rules of

parliamentary procedure. Mr. Greenhand can encourage each member to study these rules, and can hold practice sessions in which members are given the opportunity to role-play various officers, make motions, engage in debate, etc.

The weakness of the overall leadership development program is also revealed in the fact that much of the work of the chapter is being done by the same small group of students, most of them officers. It is good that the chapter has a strong nucleus of leaders willing to take on responsibility. However, these leaders need to be reminded that one important aspect of leadership is the ability to draw out the potential of others, to delegate authority and give others a chance to contribute and develop.

The advisor should see to it that every student is a member of at least one committee, and should encourage all members to discover and use their talents. There may well be a member with writing talent and organizational ability, for example, who should be encouraged to run for the office of Chapter Secretary at the next election.

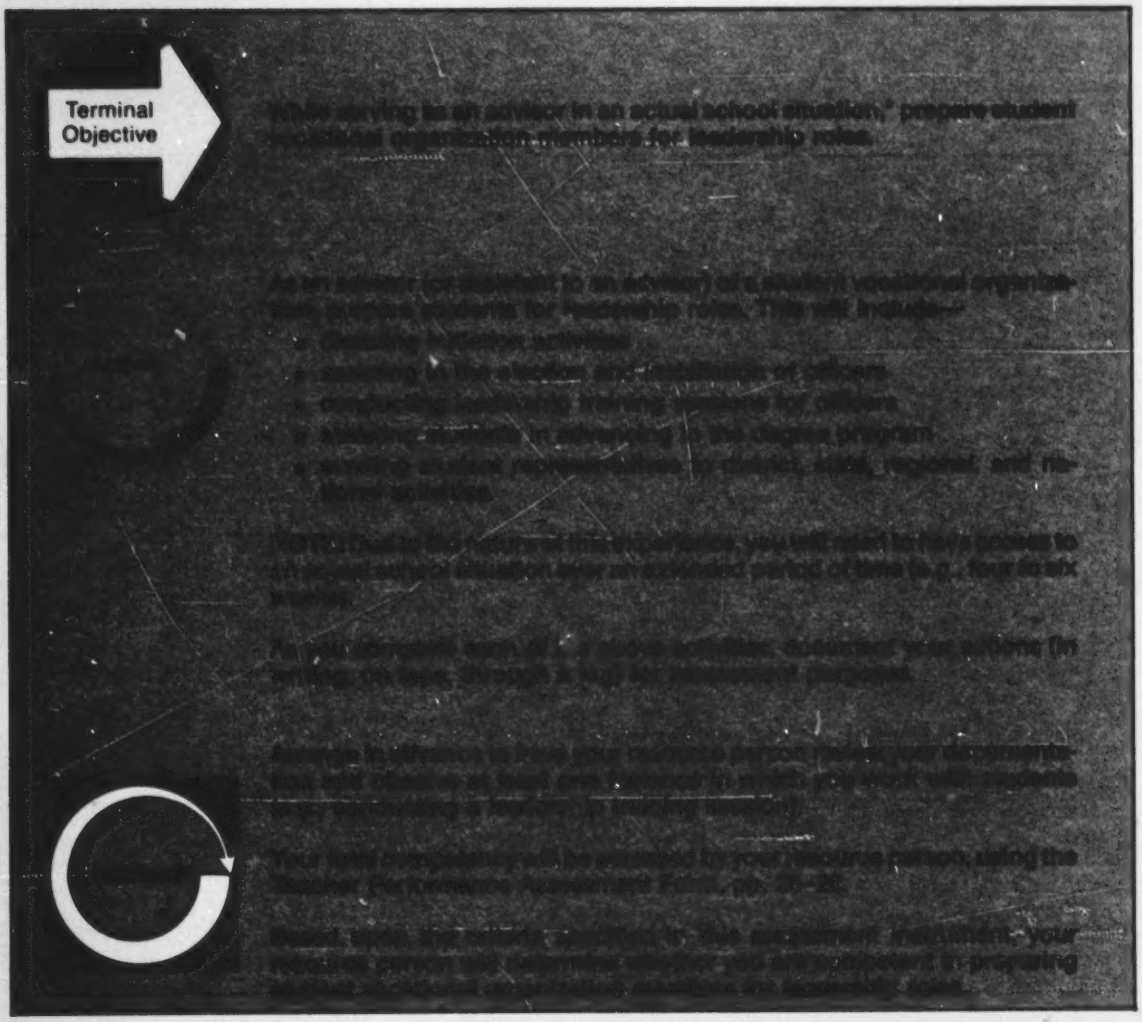
The somewhat "sloppy" attitude toward the responsibilities of membership in the organization is strikingly reflected in the plans of the convention delegates to "cut" a session. Mr. Greenhand apparently has not prepared these delegates to participate in the program and represent their chapter proudly. A meeting in which he explains what is expected of them is definitely in order. It may even be necessary to choose other delegates.

All in all, Mr. Greenhand needs to think through the meaning of "leadership," review the suggestions in the official handbook for developing members' leadership ability, and then design a program to enable each member to reach his/her full leadership potential. In this way, he will be fulfilling **his** leadership responsibility as club advisor.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Preparing Student Vocational Organization Members for Leadership Roles, pp. 7–14, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare Student Vocational Organization Members for Leadership Roles (H–3)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In preparing students for leadership roles, the teacher:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. supervised initiation activities to ensure that:						
a. state and national organization guidelines were followed	☐	☐	☐	☐	☐	☐
b. all participants understood their roles in the initiation ceremony	☐	☐	☐	☐	☐	☐
c. all activities conformed to legal and safety provisions of the state	☐	☐	☐	☐	☐	☐
d. the initiation ceremony was dignified and impressive	☐	☐	☐	☐	☐	☐
e. the initiates understood their responsibilities to themselves and to the organization	☐	☐	☐	☐	☐	☐
2. explained and discussed the qualifications and duties of each chapter officer	☐	☐	☐	☐	☐	☐
3. assisted a student nominating committee in selecting a slate of candidates for chapter offices	☐	☐	☐	☐	☐	☐
4. supervised the planning and conducting of the election to ensure that it followed state and national guidelines and the rules of parliamentary procedure	☐	☐	☐	☐	☐	☐
5. reviewed with officers and members the procedures for installation of officers	☐	☐	☐	☐	☐	☐
6. supervised the planning and conducting of the installation ceremony to ensure that it was dignified and impressive	☐	☐	☐	☐	☐	☐
7. conducted a program of leadership training for officers, including:						
a. explaining and discussing the duties of each officer	☐	☐	☐	☐	☐	☐
b. involving past and/or current officers in planning and conducting the leadership training	☐	☐	☐	☐	☐	☐
c. involving school and community resource persons in the leadership training	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
d. asking participants to evaluate the leadership training	☐	☐	☐	☐	☐	☐
8. assisted all members in improving their communication skills	☐	☐	☐	☐	☐	☐
9. familiarized all members, through written materials and practice sessions, with the rules of parliamentary procedure	☐	☐	☐	☐	☐	☐
10. guided all members in studying state and national materials related to leadership development	☐	☐	☐	☐	☐	☐
11. reviewed with members the requirements of the degree program	☐	☐	☐	☐	☐	☐
12. assisted members in planning individual yearly programs of work for advancing in the degree program	☐	☐	☐	☐	☐	☐
13. assisted students in recording and assessing their progress in the degree program	☐	☐	☐	☐	☐	☐
14. gave appropriate recognition to students who achieved their goals	☐	☐	☐	☐	☐	☐
15. informed members of all district, state, regional and national leadership meetings	☐	☐	☐	☐	☐	☐
16. encouraged participation in these events by explaining the benefits to participants and to the chapter	☐	☐	☐	☐	☐	☐
17. prepared delegates for their participation in the leadership meetings	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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